

Unit Planning Guide: Grade 4 Unit 4 of 10

Unit Title: Understanding Informational Text	Pacing (Duration of Unit): 3 weeks
Grade: 4	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

W4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W4.2 a. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W4.2 b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

W4.2 c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)

W4.2 e. Provide a concluding statement or section related to the information or explanation presented.

RI4.7 Interpret information presented visually, orally, or quantitatively (e.g., charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI4.3 Explain events, procedures, ideas, or concepts in a scientific, or technical text, including what happened and why, based on specific information in the text.

RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.

L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L4.4 a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.

c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

WIDA Standards (ELL)

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Fiction and non-fiction texts are organized differently and written for different purposes; we therefore read them differently.
- Writers write informational text on subjects they already have expertise and experience with.
- Writing about what we read helps us to organize, recall, and understand important information.
- Readers and writers understand the unique features of the genre both in terms of text structures and in terms of authority, perspective and voice.
- Interpreting informational text requires attention to text structures like headings, vocabulary, as well as graphics.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How can you as an author, write about a specific topic with authority?
- Why is it important to use formal and specific language when responding to an informational text?
- How do pictures, graphs, maps, and timelines add to your understanding of informational text?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently. (**academic vocab in bold**)

Students will know ...

- That the organizational structures (i.e., **chronology, comparison, cause & effect**) used in nonfiction, deepen the reader's understanding.
- That non-fiction features include, but are not limited to, **headings, charts, timelines**, and pictures and **captions**.
- Nonfiction text does not have to be read from page 1- it can be read at any point the text addresses readers' questions.
- Which text features that illustrate and expand text ideas.
- That **dialogue** develops experiences and shows the **responses** of characters to situations.
- That a **conclusion** serves as a summary of a narrated experience or event.

Important Notation: Texts should be chosen from the grade 4-5 text complexity band.

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Organizing & writing an informative writing piece by utilizing a well-developed topic, including supporting details, and examples related to the topic. (*applying*)
- Utilizing transition words in their writing. (*applying*)
- Providing a conclusion to a piece of writing where information is presented. (*applying*)
- Reading and interpreting various text features and explain how these key features add to their understanding of the text. (*analyzing*)
- Summarizing the key points of an informational text, citing evidence from the text to support their thinking. (*evaluating*)
- Identifying an author's evidence used to support their main idea. (*understanding*)

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